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The counselor's dilemma in the secondary school.

Robert F. Casey
University of Massachusetts Amherst

THE COUNSELOR'S DILEMMA IN THE SECONDARY SCHOOL

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BY

ROBERT F. CASEY

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INTRODUCTION

As the director of pupil personnel services for the schools of Greenfield it is my responsibility to develop a guidance program that will serve the needs of approximately thirty-five hundred students, over one hundred and fifty teachers and administrators and several thousand parents.

To accomplish this objective I have one elementary school adjustment counselor who is not really a guidance counselor in the general definition since her program, training and objectives are specified by the state and directed by the Youth Service Board and not by the department of education - plus seven secondary school guidance counselors.

The latter group comprise the professional staff who are charged solely with guidance duties under my direction and who make up the guidance department of the Greenfield secondary schools. This group consists entirely of men, three in the junior high school, three in the senior high school and one in the vocational school. They are assigned, except for the one in the vocational school, to a class with which they stay until the class leaves for another building as is the case in the junior high school or until the class graduates which is the situation in the senior high school. Thus each counselor takes a class of between two hundred and fifty and three hundred students and stays with this unit for three years then starts all over again with a new group.

Such an arragnement in Greenfield means that all counselors are expected to provide a whole gamut of services for the students in their charge. No one specializes and no one escapes any responsibility that can be charged to the department. This

arrangement has not always been the case in Greenfield but after some experimentation over a period of years it seems to be the most suitable disposition of work load and no immediate changes are planned.

Certainly, there is nothing unique in this organizational pattern, nor is there any point in attempting to generalize about the duties and functions of a high school guidance counselor. However, Greenfield like most schools with organized guidance services, considers the work of the guidance worker in counseling to be the best justification for his existence -- which is another way of saying that counseling is the core of the whole guidance program.

However, it is one thing to verbalize a philosophy and quite another to implement this philosophy with a staff, an organizational structure, a job description and a modus operandi that achieve the goals implicit in the verbalization. The core of the guidance service may be counseling but the size, the depth, and the effectiveness of this core in most school systems and Greenfield is no exception, must be seriously questioned.

The state department of education recommends a ratio of three hundred students to one counselor. At the moment, departments are considered satisfactory for Title V assistance which have a ratio of four hundred to one. However, the stated goal to be aimed towards is the former figure. There is no question that guidance counselors throughout the state must service altogether too many students. Neither is there any question that the state department's efforts to achieve a more satisfactory ratio is praiseworthy. However, the ability of a counselor to cope with

his job depends entirely upon his analysis of the tasks that make up his job. It must follow logically that a state department in establishing a ratio must likewise be guided by some objective decision as to what a counselor should do for his clients that he can't do if he has four hundred but may accomplish if he has only three hundred.

Such considerations can only be resolved by more definite answers to the questions -- What is a counselor? What does he do? What should be his training? What is the process of counseling? How long does it take? Who should be counseled in a public school setting? Who should be referred to specialists and so on. The only thing that is certain as far as these questions are concerned is that much disagreement exists as to the answers to them.

A look at practices being followed in Massachusetts public schools today, justifies this conclusion. Some schools like Greenfield have a trained person to organize the guidance services. Some schools have no formal guidance programs at all. In many schools the principal is also responsible for guidance and is often required to wear two official hats -- one labeled principal and the other director of guidance. In some educational institutions counselors are full time specialists who have no other assigned duties; in other settings, counselors teach full time and at the close of school some how put their instructional cares aside and become counselors. In some schools a teacher is promoted to counselor; in others no one may aspire to such a role unless he has a master's degree in guidance. Certainly such divergent practices must denote substantial differences of opinion as to the proper answers to the questions previously asked.

In an attempt to answer these questions I focused my attention primarily on the definitions of counseling and theories of counseling identified in current literature. In addition, by contrasting the opinions of some of the leaders in the field such as Rogers and Williamson, I attempted to discover a suitable hypothesis or expectancy level which I could expect my counselors to reach. Since the personnel under my jurisdiction represent various levels of ability and various degrees of professional preparation, I have so far realized that the fact that I personally identify with one counseling hypothesis in no way helps me to achieve a departmental philosophy. To do so would require forcing people into roles in which they would be very uncomfortable and have them perform counseling tasks in a way incongruent with their personality formations and knowledge of behavioral laws.

Beginning at the beginning requires a workable definition of what is meant by the word counseling and an idea as to with what it is concerned. In some instances, I have found statements which specifically define the meaning of the word, in other instances it seemed more logical to deduce from an author's statements about what a counselor is, what he sould do and how he should be prepared -- his meaning of the word and the theory behind his concept.

For example, Mowrer, states that counseling is the process of giving professional help to persons suffering from fully conscious conflicts which are accompanied by so-called normal anxiety. (12 p.23)* I am not sure what Mr. Mowrer means by professional but

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*References are ordered to concur with numbered bibliography.

I am cheered to see the word normal in the context of his statement. This to me means that he is saying that counseling should be concerned with normal individuals and should not extend to those individuals who show disassociative trends and neurotic anxieties. With my staff in mind I am somewhat encouraged and more so when I conclude from Pepinsky that counseling should deal with persons having relatively noninbedded problems or with those individuals who have not yet established a rigid, repetitive neurotic pattern. (13) I think he means the same kind of thing as Mowrer but since no reference to the words "school counseling" is to be found I am also afraid that he doesn't have my kind of person in mind to do the counseling at all.

Welley and Andrew state that counseling is a mutual learning process involving two individuals in an educational environment, one who is seeking help from a professional trained person, and the other, who by reason of his breadth of training and background utilizes many adjustment techniques and methods in assisting the individual to orient and direct himself towards a goal leading to maximum growth and development in a social and democratic society. (19, p. 323)

Here again I am bothered by the meaning of the words, "professionally trained", but I am encouraged to find reference to an educational environment, even though in the general sense I can think of many educational settings quite different from mine. I am interested also in the use of the word technique in the plural which leads me to believe that with many different methods certainly some of them can be used to advantage by each of my own people.

The idea of learning and education is brought up again by Roeber, Smith and Ericson who suggest that counseling can be described as a learning process in which the relationship of counselee to counselor differs significantly from the teaching relationship of pupil to teacher. (15, p. 103) Here is a reference which makes me think the authors are at least thinking of an educational institution like mine.

Gustad describes counseling as a learning-oriented process carried on in a simple one-to-one social environment in which a counselor, professionally competent in relevant psychological skills and knowledge, seeks to assist the client by methods appropriate to the latter's needs and within the context of the total personnel program, to learn more about himself, to learn how to put such understanding into effect in relation to more clearly perceived, realistically defined goals to the end that the client may become a happier and more productive member of our society. (6, p.29)

Again the old bugaboo of professional training is brought up in the words "professionally competent in relevant psychological skills and knowledge". I don't know what is meant by the phrase psychological skills but it seems clear that knowledge of the general area of psychology is definitely indicated. All of my counselors have had some courses in psychology but hardly enough to make me feel they are professionally competent in the knowledge of this discipline.

Focusing attention on the objectives of the counseling process as Roeber, Smith and Ericson do (15) is perhaps a better way of describing counseling than anyother. They say that any

individual may be faced with problem solving situations which can best be resolved through counseling. They describe counseling as a learning process in which the relationship of counselee to counselor differs markedly from the teaching relationship of pupil to teacher.

According to these authors the counselee determines the content of material to be learned in counseling. The counselee's perception of himself, his values and his needs are the primary concern of the counselor. During the counseling process the counselor's behavior is governed by four principles. The counselor must:

1. Be willing to work with each individual in a counseling situation.

2. Permit the counselee to determine whether he wishes to enter into or to continue a counseling relationship.

3. Assist the counselee to relate himself to his environment and to make plans accordingly.

4. Observe the highest standard of ethical practice in each counseling situation. (15, p. 103 & 104)

Finally, McGowan and Schmidt seem to sum up fairly well a general description of what counseling is all about. Some of the points they make are as follows:

1. Counseling is a social learning interaction between two people, the methods and purposes of which range between the extremes of simple advising and intense long term psychological treatment.

2. The recipients are generally called clients.

3. Concern is usually with normal persons rather then with those who exhibit abnormal or extreme modes of adjustment.

4. Clients typically may be expected to be upset or frustrated at the beginning of the counseling but are not usually psychologically disabled or disintegrated.

5. Counseling functions aim towards helping clients understand and accept what they are and in light of this awareness to understand their potential, if necessary through some modification of their attitudes, outlook, or behavior.

6. More attention is given to the positive and obvious then to the negative and unconcious in counseling process. (11, p. 3 & 4)

THE COUNSELOR'S JOBS

So far research seems to indicate that counseling as conceived by the quoted authors is consistent with the counselor's role in the typical Massachusetts secondary school. The skills needed as mentioned so far are or can be obtained by a dedicated, serious minded guidance worker who accepts the importance of the counseling role and prepares himself accordingly.

However, a careful look at the tasks additional to counseling required of my counselors poses some obvious questions -- questions which must be considered in the light of the stated definitions. I have said previously that each counselor must provide all guidance services for the students in the class he is assigned. Such a general statement suggests a great deal but provides little insight into the problem.

In the junior high school where the situation is most obvious, all counselors have an average of ten group guidance classes a week. Even though counselors may use the time as they see fit, and even though there is no grade given in such a course, the classes must be met and the time must be spent. By a process of simple mathematics, since there are thirty hours a week when school is in session, each counselor must spend one-third of this time meeting non counseling responsibilities. This, of course, leaves twenty hours a week or two-thirds of the time. But, next year, counselors will be assigned homerooms or periods which meet five times a week - a half-hour each day. The day and the week is now substantially reduced for counseling.

So far in the junior high school, I have discussed only fixed time allotments that cannot be altered. Other responsibilities just as fixed but not so obvious also exist. For example,

counselors are asked to help in the scheduling of annual vision and hearing tests. Counselors are often asked to substitute when a teacher is not able to give sufficient prior warning of absence due to illness or personal emergency. Counselors are asked to write for records of new students, procure homework of absent students, give statistical reports of tests, analyze special teacher reports with students and parents, hold seminars, consult with teachers, work with the state agencies, seek assistance from the mental health center, write up reports for the S.P.C.C. The list could go on and on.

Particular mention should be made of the counselor's role in scheduling which requires the counselor to help fit a program for the following year to each of his 250 - 300 students and then fit each student's program into the master program established by the principal. This last service requires weeks of work and endless considerations and consultations with the students, teachers, parents and administrators.

Without belaboring the point any further, it seems quite obvious that the text book writers and the counseling experts philosophyzing responsibilities for public school guidance workers are beating a dead horse. Since the senior high school counselors have many of the junior high school counselor's tasks minus the group guidance classes but plus many placement responsibilities the situation is no better there.

As I read what I have written, I feel I must be exaggerating. Yet, in no place have I erred. The situation is as I described it and I know Greenfield is better staffed and serviced

than most Western Massachusetts communities. Some where or other the incongruities of what appears good on paper and what is good in practice are swallowed up and hidden behind lip services given to objectives of guidance in our and most communities' philosophies of education. This has never been so apparent to me as now that I am writing on paper.

Yet, to improve the situation in this community or in any other, it is necessary to first define counseling and show to often unsympathetic Administrators and school boards what the aims of the counseling services are, what is necessary to bring these goals to some kind of successful fraction, and what now exists which negates or prevents any successful achievement in the area of counseling.

To do this requires a closer look at the more therapeutically oriented goals of guidance which seem to me extremely important if counseling is to be really the core of the guidance service.

PSYCHOLOGICAL COUNSELING

To provide a back drop for the importance of dealing with emotional problems in public schools, it is necessary only to quote from a relatively new book entitled, "The Drop Outs", by Lichter, Papien, Leibert and Splansky who make the following statement about the subject:

"Education for all children has long been a prime goal of our American democracy. Education is a basic requisite for responsible citizenship, for maintenance of our way of life, and for successful entry into today's complicated working world. In the United States education is freely available and indeed is compulsory. Yet, an alarmingly large number of intellectually capable children leave school before high school graduation. They are wasting their mental capacities, dissipating their opportunities, and circumscribing their chances for a better life." (8, p. 245)

This is rather a strong statement yet what follows is even more dramatic. The authors go on as follows: "Educational malfunctioning may be a much more serious problem than juvenile delinquincy. Certainly, in terms of numbers it is -- 40% of all children do not complete high school." (8, p. 245) This is strong stuff and what follows is qually potent:

"Schooling is the major task of the adolescent; just as earning a livelihood is that of the adult. Acquiring an education is an important stress that the adolescent must meet, and the capacity to adapt to this stress is a measure of the health of his personality. What happens in school is crucial to a child and determines not only the outcome of his vocational future and his effectiveness as a citizen but also the integration of his personality. (8, p.245)

The first and major hypothesis of, "The Dropouts", was that school problems generally and early school leaving specifically are often aspects of emotional and personality disturbances in the student. Their conclusion was that except for those sub cultural groups in which education is not an important value, the students of normal intelligence who cannot perform adequately in school and consequently drop out are almost always students with emotional difficulties. (8, p. 248) They said other than emotional disturbance no other single factor could be isolated to account for school malfunctioning and early leaving of school. (8, p. 253)

Of course it would be nice to know more clearly what is meant by the expression, "perform adequately in school", but even in communities with an above average retention power, it is clear that emotional disturbance must be considered, on the basis of this study, to be a major cause of below level functioning.

If the hypothesis of this text is now considered generally acceptable in public schools, the next question is how did we get from Frank Parson in Boston very early in this century to such a different approach to counseling. Luper says that the movement which started as vocational guidance in the United States, first with an emphasis on vocational orientation activities and then with a parallel and eventually merging emphasis on aptitude testing -- both leading to placement -- recently also assimilated a psychotherapeutic approach and has emerged as a new field of counseling psychology. (18, p. 5)

He further states that the new movement includes vocational guidance but goes beyond it to deal with the person as a

person in an attempt to help him with all types of life adjustments. It's underlying principle, he indicates, is that it is the adjusting person who needs help, rather than merely and occupational, marital, or personal problem which needs solution. However, counseling psychology recognizes that the adjusting individual lives in a real world in which situational as well as attitudinal problems are encountered. Thus, it uses occupational information, exploratory activities, and structured situations as well as therapeutic interviews. (18,p.7 & 8)

Somehow or other it seems that we are getting to be a long way from our situation in Greenfield with counselors being responsible for detention, lunchroom supervision, etc. Yet, in order to criticize job descriptions for counselors, it is necessary first to go further in describing the aims and objectives of counseling, as they have been developed by those authors writing about the psychological counselor.

Bordin, (2, p.6) states that counseling and psychotherapy are terms which have been used to apply to interactions, where the one person referred to as the counselor or the therapist, has taken responsibility for making his role in the interaction process contribute positively to the other person's personality development.

This is to say that when a troubled person comes to the psychological counselor with concrete decisions to be made, specific problems to be solved, or particular situations to be clarified, the primary goal for the counselor is not to contribute to the resolution of these immediate situations. The major goal lies farther ahead. The counselor aims to contribute to the removal of the personal obstacles which are specifically involved in the

immediate problems. (3, p.9)

Thus, Bordin indicates that the solution of the immediate problem is one desired outcome, of course, but it alone is not a sufficient measure of the psychological counselor's usefulness to his client. (3, p.9)

To understand the difference between the role of the counselor and the psychiatrist or psychotherapist it is necessary to quote Bordin again. He says that the role of the counselor is to contribute to the fuller emotional development of persons in general, rather than to work with extremely maladjusted individuals who are subject to incapacitating emotional difficulties. To achieve this broad coverage, the counselor must concentrate on relatively brief relationships with large numbers of people rather than intense relationships with a few.(3, p. 332)

His thesis as he further develops it is that when counseling services reach the intended segment of the population, the typical client will be a person who has achieved considerable emotional maturity. He will be a person who has some capacity to deal with anxiety and he will possess many resources for achieving satisfactions. (3, p. 333) He is assuming that a well integrated person can make use of a brief counseling experience to set in motion a learning process that carries far beyond the relationship itself. (3, p. 334)

Unfortunately for the school counselor who deals with a specialized segment of our society with respect to age, there is serious doubt that the client with whom he deals is sufficiently independent, well integrated, and mature to fit into the hypothesis

formulated by Bordin. It seems to the school counselor that often the word teenager is a label used aptly to describe one who possesses very few of the qualities necessary for successful counseling according to this theory. Certainly, measurement of the counselor's contribution to a teenager's emotional health is extremely difficult just by the very nature of things.

Consider again Bordin's own analysis of the counseling problem. He goes on to say that psychological counseling usually involves a shift of the locus and definition of a problem from some specific decision or situation to the personality of the client. However, the personality of any individual has unfathomable depth, so that if it is not further delimited, the goal of achieving complete understanding of a personality postulates an endless task. It is keeping with the restricted goals of counseling to establish a much more limited conception of the task. This implies that the counselor should react in such a way as to facilitate the client's coming to terms with the many wishes and fears that are brought to bear on a specific problem situation. His personality is to be dealt with only as it bears on the decision or problem situation and the client is not encouraged to go much further afield. Naturally, the more intense the conflict, the more widespread its ramifications through the personality and the less the likelihood that the problem situation can be resolved through only a restricted excursion into the client's motivation and feeling. (3, p. 335-336)

It should be noted that Bordin's observations are based on a series of counseling interviews with a nineteen year old

college junior. This particular client is described as a relatively mature and well integrated person. The observation is made that it can be assumed that the man is neither very frightened of his emotions and impulses and need not expend great effort to keep them from awareness and expression, nor is he so poorly organized that emotional expression will run away with him.(3, p. 336) It is further indicated that there are many aspects of the client's feelings which get by passed. What is stressed is that the measure of the effectiveness of our counseling is not how thoroughly or how completely the client's feelings and emotions have been brought into the counseling relationship but how much flexibility, increased integration of feelings and better ability to handle life situations for his own satisfactions and productivity have been achieved. (3, p. 337)

So far Bordin is promulgating a counseling framework which makes sense provided one accepts the hypothesis that what is important is not to help one's client solve his problems but to help him become well integrated and perspicacious enough to solve his own. Certainly, this goal is a worthy one and harks back to sound educational philosophy of the type that is concerned with self actualization processes rather than faculty theories; with modification of people's attitudes rather than filling them with information. With this thought in mind I can not only accept Bordin's theories but embrace them as being perfectly consistent with sound educational thinking.

But what about the clients or the students who aren't so well integrated, who aren't so mature and don't possess many

resources for solving their problems? What if their conflicts are of such long standing and are so diffuce that it's very difficult for the counselor to focus on one particular problem situation? In these cases Bordin admits the counselor is now facing a task which most nearly approximates that of the psychotherapist. He suggests that the solution lies in selecting certain critical aspects of the inner conflict to be worked through and thus limiting the probable duration of the counseling relationship.

Bordin admits that this process cannot be carried on mechanically and inflexibly. He says that the counselor feels his way testing out what can work for a particular client and that he will have to modify from time to time his conception of the appropriate areas. (3, p. 336)

Of course, in this latter counseling role, duration of counseling is a real problem. Since it is not clear to me to what audience Bordin addresses himself, I am bothered on several counts. First, the process in these more serious cases seems quite vague and lacking in anything definite or scientifically measurable. Second, only a counselor of very considerable experience in psychological counseling could possibly be successful and then only if more time were available then is generally available to school counselors. Third, I am concerned because I have serious doubts as to the ability of the typical school counselor to do any more with such problems than to realize they are not for him and attempt to refer them to a more competent person. Fourth, I am bothered because I'm not sure that a public school counselor who must perform so many other functions should even be charged with responsibility for such serious cases.

MAJOR COUNSELING THEORIES

In order to take a closer look at the various types of counseling philosophies or schools to which a counselor may aspire, it is necessary to discuss three systems of counseling loosely described as non directive, eclectic, and directive and see what they mean for the school counselor.

1. Non Directive. To talk about the non directive system is to refer to the client centered theories of Rogers who describes client centered therapy as follows:

"Psychotherapy deals primarily with the organization and functioning of the self. There are many elements of experience which the self cannot face, cannot clearly perceive, because to face them or admit them would be inconsistent with and threatening to the current organization of self. In client centered therapy, the client finds in the counselor a genuine alter ego in an operational and technical sense -- a self which has temporarily diverted itself of its own selfhood, except for the one quality of endeavoring to understand. In the therepeutic experience, to see one's attitudes, confessions, ambivalences, feelings and perceptions accurately expressed by another, but stripped of their complications of emotion is to see oneself objectively, and paves the way for acceptance into the self of all these elements which are now more clearly perceived. Reorganization of the self and more integrated functioning of the self are thus furthered." (16, p. 40)

The essence of the Roger's Hypothesis is that when the client perceives that the counselor sees him as he sees himself and perceives that the counselor accepts him with warmth and respect, he can take the same attitude towards himself. The client can then experience himself as a person having hostile as

well as other types of feeling and can experience in this way without guilt. He has been able to do this because another person has been able to adopt his frame of reference, to perceive with him and yet perceive with acceptance and respect. (16, p. 41)

In Rogers, there seems to be a clearer hypothesis than is found in Bordin. No sharp distinction is made between severe and not so severe cases. The modus operandi doesn't change. It is clear that a certain ability for verbalization must obtain in the client which must have implications as far as the client's level of functioning and mental ability is concerned. Yet, there is no confusion, no combination of methods, no varying of techniques depending upon the client and his problem. Rogers's theories are not simple but they do seem straightforward for most of the cases to be encountered by the high school counselor. On the surface at least, they are more appealing to me than the ideas of the eclectics and those of the directive school which must be considered next.

2. Eclecticism. Whereas, the emphasis in the non directive theory of Rogers seems to be on the counselor reflecting and accepting, with the counselor taking his cue to a large extent from the client; eclecticism and directive counseling place much more emphasis on the counselor as a mature, experienced, integrated individual who can take much more responsibility than that.

Consider, for example, the ideas of Robert Callis who set up the following theoretical model for counseling:

a. Biological and psycho-social needs are the energizes of behavior.

b. Behavior repertoire is made up of three elements - experience, perception, and generalizations.

c. Behavior repertoire may be inadequate for anyone of three reasons - lack of experience, distortion in perception or erroneous generalization.

d. The goal of counseling is to discover and correct inadequacies in behavior repertoire.

e. These discoveries can be made by either client or counselor.

f. Anyone counseling method will not be equally effective in discovering and correcting all types of inadequacies in behavior repertoire.

g1. Lack of experience can be most effectively dealt with by counselor discovery and interpretation.

g2. Distortions in perceptions can be most effectively dealt with by client self discovery. (4, p. 2, 3)

Callis goes on to indicate and this is most different from non-directive theories -- that diagnosis should start the process and then the counselor should choose his treatment method accordingly. The counselor obtains the necessary information, understandings and insights by virtue of his superior knowledge of human behavior, his superior knowledge of environment, and his superior methods of assessing psychological characteristics. (3, p. 5)

The counselor can supply the client with the proper information (experience) and the client can correct his inadequacies in a straight forward learning situation. (4, p. 6) However, and here Callis sounds more like Rogers, if the client is unable to utilize these counselor discoveries, the problem is not one of lack of experience but one of distorted perceptions. He must discover for himself. The counselor can aid by creating

a situation in which the client need not spend all of his attention and energy defending himself against his environment, but can attend to the things in his own make up which are causing him trouble. (4, p. 8)

Marzolf (10, p. 308) writes in the same vein when he says that counseling involves a relationship between two persons carried on verbally and thus is used only with those sufficiently mature and intelligent to use verbal symbols in the solution of personal problems. He feels that the general public is quite naturally confused by the variety of usages of the definition "counselor" and gives his own interpretation.

He proceeds as follows: Counseling, as a professional activity, is guided by knowledge of human behavior principles and knowledge of how to use these principles in effecting and improving adjustment. Counseling skill consists of the proper choice and use of techniques for effecting improvement. He concludes by saying that the professional counselor's work with clients is to be marked by an objective attitude towards behavior, a concern with conscious and unconscious motivation, and an alertness for the possible meanings of affective responses. (10, p. 308)

Wrenn sums up the eclectic philosophy quite clearly in the following definition of counseling. "Counseling is a dynamic and purposeful relationship between two people in which procedures vary with the nature of the student's need; but in which there is always mutual participation by the counselor and the student with the focus upon self-clarification and self-determination by the student." (21, p.60)

Thus, the eclectic, walks in a path somewhere between the disciples of Rogers and those of Williamson which must be considered next. If Rogers is set on the left side of a philosophical continuum, and Williamson on the right, the eclectics will fall somewhere in between. Certainly Hahn and MacLean are eclectic but they sound somewhat Rogerian in the following statement:

"The primary aim of counseling is to help each individual who asks for help to resolve or ameliorate his difficulty with a maximal degree of self sufficiency and self control. Only rarely is the counselor concerned with making plans and decisions for the counselees. His major mission is to organize learning situations in such a manner that his client will, after gaining perception and insight into his problem, change his behavior from what it was to something more personally satisfying and socially acceptable." (7, p. 41)

3. Directive. Just as it is impossible to discuss psychological counseling without paying tribute to Carl Rogers so is it impossible to consider the methods of the members of the directive school without addressing oneself to the ideas of E. G. Williamson.

If nothing, Williamson is clear and direct. There is no trouble understanding his point of view and there is no question that the methods he suggests are at least on the surface easily comprehended. In fact, they are quite appealing to members of the adult world since they emphosize most strenuosly the prèmacy of the mature, experienced adult or counselor over the immature and

less experienced adolescent or client.

Consider his comments on the counselor and his role in the following observations: According to Williamson, the effective counselor is one who induces the counselor to want to utilize his assets in ways which will yield success and satisfaction. He, the counselor, must begin his advising at the point of the student's understanding; i.e. he must begin marshaling orally the evidence for and against the student's claimed educational or vocational classes and social or emotional habits, practices, and attitudes. The counselor uses the student's own point of view, attitude and goals as a point of reference or departure. He then lists those phases of the diagnosis which are favorable to that point of reference and those which are unfavorable. (20, p.135)

Finally, the counselor sums up the evidence for and against, and explains why he advises the student to shift goals, to change social habits or to retain the present ones. He always explains why he advises the students to do this or that, and he does the explaining as he orally summarizes the evidence. (20, p.136)

Williamson is quite definite, too, about how the counselor plays his role. He says that the counselor states his point of view with definiteness, attempting through exposition to enlighten the student. If the student shows unwillingness to accept the implications of the facts or is unable to think of desirable next steps, a useful technique is to tell him to think it over for a week and return later for further discussion.

As to the relationship between the counselor and his client, Williamson says that in respect to no student's problem does the counselor appear indecisive to the extent of permitting

loss of confidence in the authority of his information. He maintains a varied and running discussion of the case data, constantly shifting his exposition and illustrations in terms of the student's verbal and facial reactions during the interview. (20, p. 136)

Williamson admits that it is no easy task for a counselor to achieve that balance between definiteness and open mindedness which produces a richness of appropriate steps for the student to try out. He says that each student must be counseled according to a new set of procedures which are appropriate to his unique potentialities. Standard procedures are merely resources to be modified and adapted to the individual. (20, p.137)

The core of Williamson's thinking however is contained in the following statements: "To try to force a student to diagnose his own difficulties unaided by an adult; to understand his own psychology and to see clearly the necessary steps he must take is to make him attempt a task which is often beyond the capacity of the immature student." He goes on to say that many students are unable to understand themselves and that in such cases the counselor must do the student's thinking and at the same time begin the process of stimulating and assisting the student to solve his own problem.

Someone, he says, must make decisions for students until they are able intellectually and emotionally to think for themselves. (20, p. 139) And this of course is a point of view in extreme contrast to the doctrine of Rogers whose every tenet is based on the theory that the counselor must have faith in the client's capacity to solve his own problems.

Thus, in discussing the gamut of counseling philosophy we have journeyed from left to right -- from the non-directive to the eclectic to the directive and what are the implications in all this for the secondary school counselor?

SUMMARY AND CONCLUSIONS

My goal in writing this paper as I originally stated it was to determine from current literature how the term counseling should be defined, what actually is the counseling process, and then to use the answers found as a criteria for the evaluation and improvement of the counseling services available in the Greenfield secondary schools.

My format was to discuss general counseling definitions as found in various guidance textbooks, proceed to a general discussion of the counselor's role in the Greenfield schools, then go on to some of the various interpretations of counseling methods as they are found in the three major categories of counseling philosophy -- the non directive school, the eclectic, and the directive.

It was my hope that somewhere in this wealth of material gleaned from the observations of twenty or so authors would be the answers to the questions posed in chapter one -- answers very important to me as a guidance supervisor.

Although the results were generally inconclusive and most of the answers not found, certain conclusions are inescapable. Almost all the authors were in agreement that the primary purpose of counseling was to strengthen the client's ability to stand on his own two feet and arrive at his own decisions. Disagreement on techniques was apparent but was expected. However, of prime importance, and perhaps not quite so expected was the confusion indicated in the reference sources over what kind of person could be helped. How mature, how independent, how free from anxiety must the client be before any kind of therepeutic counseling would produce the necessary changes? Can the counselor have faith in

his client's ability to solve his own problems? Or can this faith be present only for some clients? What to do with the rest? Solve their immediate problems or try to on the Williamsonian premise that someone must do so until the students are more mature and more experienced? I seem to have ended up with more and better questions than those with which I started.

Another conclusion, also irrefutable, is that the time provided for the counselors to work with their clients must be increased substantially. Whether one is directive, non directive, or eclectic it is clear that he must have his goals clearly in mind, his philosophy and his objectives not clouded and not confused by time pressures, and alove all he must know who he is, what he is hired for, and be very certain of the primacy of his counseling responsibilities on a one to one basis over all other general guidance duties.

It is certain, too, that if the counselor is ever to achieve this faith in his fundamental purposes, his confidence must be buttressed by evaluation techniques that prove the truth of his assertions. Marzolf's contention, (10, p. 308) that the general public is confused by the variety of usages of the definition "counselor" could be expanded without trepidation to include not only the lay people implied in the term "general public" but almost all members of the professional educator groups on both secondary schools and counselor training institutions.

In the chapter on the counselor's jobs, I tried to indicate the various tasks that are presently assigned to counselors in the Greenfield School System. Most of them particularly those which deal with part time teaching and other supervisory respon-

sibilities and those which are mainly organizational and clerical in nature are clearly incompatible with the counselor role implied in the literature. These assignments are evidence enough of administrative confusion as to counseling requirements; but worse than that, the extent to which they are accepted by counselors themselves seems to prove the unsuitability of counselors' self concept for their major responsibility. As water seeks its own level, the counselor tends to accept the tasks in which he is most comfortable and whether it is a lack of proper training or a result of traditional concepts many counselors prefer the organizational and informational work of programming and college placement to the therapeutic role of counseling.

The need for research in this area is postulated by Arbuckle who addresses himself to problems of research and of counselor preparation in the following manner:

> 1. We need more research to determine whether or not these are specific.counselor traits that definitely contribute in either positive or negative ways to the total effect of the counseling process.
>
> 2. We must become more concerned with the problem of the extent to which a counselor preparation program should be therapeutic or educative -- does a graduate program in this field have counselees or students or both?
>
> 3. We must work to develop two or more realistic levels of counseling, with the function of the counselor being related to his preparation. The "master level" counselors would likely be generalists, with specialization coming at the post master's level. (1, p. 59, 60)

Hethertofore, I placed little credence in the notion of counselor specialization but it is clear to me as a result of the research that the training, competency, and mind set of a counselor

doing any kind of therapeutic work cannot be achieved in most school communities under the present rules of the game. Arbuckle's points are well taken except for the very practical realization that few school boards would in the near future countenance the expense of additional service personnel. It seems to me that for some years we must continue to expect all things from our counselors unless many of their present duties are reclassified and charged to administrative expense and not to guidance functions. For example, part of the programming activities which are now borne by the counselors could very properly be charged to the office of the vice-principal. In addition, such roles as that of class advisor, dance supervisor, substitute teacher, if removed, would make it more nearly possible for the counselor to fulfill his major responsibility.

Of perhaps as much importance as any other criterion for counseling success is the element of counselor personality and character. The findings of Friedler in his study of the ideal therapeutic relationship are most significant in this regard. As a result of his findings he concluded that:

1. Experts created relationships significantly closer to the ideal than the non experts.

2. Similarity between experts of different orientation was as great as or greater than the similarity between experts and non-experts of the same orientation.

3. The most important factors differentiating experts from non experts are related to the therapist's ability to understand, to communicate with and to maintain rapport with the client. (5, p. 245)

If these findings are valid for experts they must be valid for the non expert who can improve his skill by practice but,

as I have said before, in order to make any progress, must believe in the need for counseling, be prepared to submit to additional training and above all have the courage of his convictions to work towards a more satisfactory job description and towards a personal competency in spite of the pressure of time, tradition and administrative expediency.

It seems to me folly to allow graduate students to aspire to guidance positions who, when finally employed, do not fully understand that they are not primarily service adjuncts to the principal's office but specialists with a particular relationship to build with each of their students. It seems equally unfortunate that we know so little about what makes for counseling success that we are unable to predict with much accuracy what kind of person will be able to develop a relationship which as Arbuckle describes it, (2, p. 133) will be characterized by the warmth, the permissiveness, the acceptance, and the understanding of the counselor so that the client feels he is in a truly free atmosphere.

The answers to these problems and the solution to the counselors dilemma must be worked out most carefully and must be based in evidence which is at the moment solely needed and sadly lacking.

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